PLT & Wild Activity and Reflection

Our field trip to the Norris Dam State Park went well! There were a lot of activities packed into our day and the transitions between each of them went well. The weather was appropriate for our purposes and everyone seemed to have a good time. The activities we completed during our field trip and those listed in our activities books would be a fun way to incorporate Social Studies into the classroom. Children need to spend time outside, so I would enjoy using the outdoor activities with my classroom on days that are too nice to be stuck in a classroom. Looking through the book activities, I really liked the games such as *Learning to Look, Looking to See* and *Pay to Play*, which promote values and responsible actions. As important as it is for children to spend time outdoors, it is equally important for them to value their world and realize the consequences of not taking care of our planet. I saw many activities that I could and would use into a classroom setting that incorporates Language Arts and Math skills. These are very valuable resources!

The activity I chose to highlight is called Habitat Rummy. I would change it up just a bit in order make it more compatible with the standards. The book has 4 different animals categorized on an information chart with the following habitat information for each animal: Food, Water, Shelter, Space and Arrangement. For each animal, a card is made that states the habitat information. A collection of all 5 habitat cards for one animal is considered a ‘book’. Basically, 2 children compete to be the first to collect the greatest number of books.

I would structure the game to accommodate an entire classroom as opposed to just a few students. When I tested the game as laid out in the book, there were not enough animal cards to make it a fun or challenging game. I would assign students to research different animals and their habitats that are found in the three divisions of Tennessee. This would help them learn about landforms, climates, and natural resources as spelled out in the standard. The information they collect for their specific animals would be categorized in their interactive notebooks into smaller information charts. As a class, we would create a large Habitat Information Chart that included everyone’s research results. Each student would design the habitat information cards and could take turns playing the game. I would keep the game as a learning center or rainy day activity for continued learning. The game will help students become familiar with the habitat components for the species of animals in the game, as well as the different features of the state of Tennessee.

**Social Studies: Third Grade: World Geography and Cultures**North America: 3.27 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)  **Science: Grade 3: Embedded Inquiry**GLE 0307.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.   
0307.Inq.3 Maintain a science notebook that includes observations, data, diagrams, and explanations.   
SPI 0307.Inq**.**1 Select an investigation that could be used to answer a specific question.   
**English Language Arts Standards » Speaking & Writing » Grade 3  
Research to Build and Present Knowledge:**[CCSS.ELA-LITERACY.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.  
[CCSS.ELA-LITERACY.W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.